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ABSTRACT

In response to a mutual need for better communication between the Pennsylvania Department of Education's Bureau of Vocational and Adult Education (BVAE) and four universities in Pennsylvania operating vocational education professional personnel development centers, an accountability system was designed through a cooperative effort with center directors and state staff. Through meetings and mailings, task force members (1) developed measurable process and product objectives for each fundable center activity; (2) designed a recordkeeping system with a procedure compatible for computer application to provide cost and other pertinent data; (3) designed an instrument for collecting information from staff regarding time, travel, and other factors pertinent to each center activity; and (4) designed a procedure for formative and summative evaluation of center activity that uses both internal and external personnel. The task force approved the products created and established a schedule for implementing the system. Data will be gathered through the system beginning in 1989-90. (KC)

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FINAL REPORT

VOCATIONAL EDUCATION PROFESSIONAL PERSONNEL DEVELOPMENT CENTER ACCOUNTABILITY SYSTEM

(Contract No. 83-8006)

Calvin J. Cotrell

INDIANA UNIVERSITY OF PENNSYLVANIA
INDIANA, PENNSYLVANIA

August 20, 1988

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ACKNOWLEDGEMENTS

For their superior performance, special recognition is appropriate for the members of the project Task Force. These persons representing the state agency and the universities, in this collaborative effort, have been the guiding force to see this project to completion. From the Bureau of Vocational and Adult Education they were James Bishop, Clarence Dittenhafer, Carolyn Kratz, William Reilly and Thomas Winters. From the universities -- Richard Adamsky - Temple University, Edwin Herr - The Pennsylvania State University, Ruth Lungstrum - University of Pittsburgh, Thomas O'Brien - Indiana University of Pennsylvania and Thomas Walker - Temple University. The cooperative spirit that permeated Task Force meetings and decisions was commendable. Such behavior provided a favorable working environment for the consultant/project director as opposed to an expected difficult situation in a potentially flammable problem area such as accountability.

Appreciation is extended, also, to the faculty/staff members of Centers for vocational education professional personnel development at the universities. Their review and input added greatly to the refinement and improvement of performance indicators and cost/service records for the various Center functions.

The "home base" for this project and the support services provided for the consultant/project director by the I.U.P. administrative personnel, especially the Center Director, Thomas O'Brien and his staff were greatly appreciated.

Finally, appreciation is expressed for the services of the "outside" reviewers who reacted to the adequacy of the proposed accountability system and made helpful recommendations for its future improvement and implementation. These reviewers were: Dr. Trudy Anderson, Assistant State Director, Division of Vocational Education, Idaho Department of Education; Dr. Rupert N. Evans, Professor Emeritus, University of Illinois; and Dr. N. L. McCaslin, Associate Professor, The Ohio State University.

It is assumed that this accountability system will be implemented in the same cooperative spirit in which it was designed. Also, it is assumed that formative evaluation during the first few years will produce a viable system for continued operation and improvement of the Centers.

ABSTRACT

This project was originated in response to a mutual need for better communication between the Pennsylvania Department of Education, Bureau of Vocational and Adult Education (BVAE) and four universities in Pennsylvania operating vocational education professional personnel development Centers. The purpose of the project was to design an accountability system for the professional personnel development Centers through a cooperative effort with Center directors and state staff. The objectives of the project were: 1) Develop measurable process and product objectives for each fundable Center activity; 2) Design a recordkeeping system with a procedure compatible for computer application to provide cost and other pertinent data; 3) Design an instrument for collecting information from staff regarding time, travel, etc., pertinent to each Center activity; and 4) Design a procedure for formative and summative evaluation of Center activity which uses both internal and external personnel.

The procedures for the project included the following: A Task Force was organized in January 1988 to coordinate the collaborative effort and advise the project director. During the initial meeting of the Task Force consisting of 10 members (five from each, the BVAE and the universities) the broad specifications for a system design were developed. A computer search was initiated for relevant accountability systems or models. The basic design for this accountability system was derived from task force deliberations. A sample for one function of Centers was outlined during the first Task Force meeting. The consultant/project director completed a content analysis of proposals and technical reports of the Centers to develop the performance record consisting of assessment criteria and relevant cost/service items for each Center objective as a fundable activity. As materials were developed, they were mailed to the Task Force members for review individually prior to formal meetings. Recommended revisions were discussed and agreed upon in meetings of the total Task Force. During a meeting in March, the original draft of the accountability system materials was approved by the Task Force; also, a schedule was established for conferring with the personnel at each of the Centers to review the system and obtain additional input. The meetings at each Center were completed in April and the suggested improvements were developed and mailed to the Task Force for review and approval. The system's design was evaluated by three outside reviewers as well as other appropriate members of the BVAE.

The Task Force approved the materials and schedule of yearly activities for the implementation of the system on June 16, 1988. Recommendations relative to implementation of the accountability system were developed. Cost/Service data will be produced during 1989-90. State-wide statistics will be examined for the first time in November 1990.

BACKGROUND

Leadership in the Pennsylvania Department of Education, Bureau of Vocational and Adult Education (BVAE) believes in investing in professional personnel development to such an extent that approximately three million dollars annually are expended on approved activities of four universities which serve the three geographic regions of the Commonwealth. Until approximately 10 years ago more than 20 universities throughout the state were funded. Based upon a "critical mass" concept, the Pennsylvania Vocational Education Professional Personnel Development Advisory Committee recommended the current Center approach, to provide the thrust needed to maintain a viable system for developing vocational teachers and leaders. Since vocational education is one of the unique and relatively new fields on the educational scene, special state and federal funds have been available to help in the development of professional personnel. From time to time, the need for this "special" funding has been questioned. Therefore, a great need existed for good communication between the state agency and the universities as well as within both entities. Consequently, the need for an accountability system was recognized.

The Center Directors and BVAE personnel responsible for administering the program and funds for professional personnel development in Pennsylvania decided upon a mutually agreeable approach to the development of an accountability system. This project was designed to provide a system to improve communication between the state agency and the universities and to facilitate decision making and improvement of the Centers for vocational education professional personnel development in Pennsylvania.

This report describes six months of collaborative effort by the Center directors in four Pennsylvania universities and BVAE representatives in designing an accountability system. These persons formed a ten member task force which coordinated the project and advised the project director. A description of the design procedures and the materials developed for the accountability system will be included in this report. Persons outside of Pennsylvania have labeled the products of this project as a promising effort. The BVAE and university personnel involved in this project should be commended for their initiative and professional dedication in launching such a challenging task.

Prior to the first meeting of the Task Force, a computer search was conducted for relevant research and models for the accountability system by Dr. N. L. McCaslin, Associate Director, Evaluation and Policy for The National Center for Research in Vocational Education at The Ohio State University. The resulting approximately five pages of printout listed no studies which seemed directly relevant to the project needs.

The original intent of the developers of the project was the design of an outcome oriented system. During the first Task Force meeting (January 21, 1988), a decision was made to include process in view of the

potential this aspect would hold for improving communications. Consideration was given for the internal communication within the Centers and in the state agency as well as between the state agency, the universities and the Centers. Consequently, as a beginning effort an input, process, product approach for the evaluation and data collection aspects of the accountability system was agreed upon. This evaluation approach leaned very heavily in the direction of the Context, Input, Process and Product (CIPP) model by Guba and Stufflebeam, which was popular several years ago. It is interesting to note that during the last meeting of the Task Force (June 16, 1988), concerns were expressed for the system which had been designed because interpretation of the expected state-wide statistics to be produced by this system will be difficult without considerations of "context". For example, comparison of costs from one region to another will be unfair unless the differences in population density are accounted for as in the sparsely populated Central region compared with the dense population of the Eastern Region of the state. This is only one issue that will have to be resolved before meaningful considerations may be given to some of the expected cost differences. However, since the first set of data will not be generated until September of 1990, there will be time to deal with formulas or weighting factors to compensate for the various "context" types of differences to be considered.

Since Pennsylvania has been a leader in competency or performance based education, it is not surprising that the Task Force wanted to apply performance oriented principles to the development of an accountability system for the Centers. Thus, there was agreement that the best way to communicate the nature of duties to be performed at the Centers was through performance objectives. This led the Task Force to think in terms of applying a curriculum development approach to the Centers in the same manner as the Centers base content for teacher and leader development upon competencies required of those professionals. The process evolved into converting each of the 13 presently approved fundable activities or functions of Centers into performance objectives. Consequently, for each of the 13 objectives, assessment criteria had to be developed as well as suggested evidence to substantiate attainment.

The "product" aspects of the accountability system evolved from a concern by the state agency that it really had no data on, for example, the cost per completer for any of the professional personnel development programs or activities. They knew only how much money had been provided for the total number of functions for which a given Center was funded. Even with the sometimes voluminous technical and financial reports, it was not feasible to get cost per function and certainly impossible to determine cost per client served. To get at this need by the state agency, the Task Force decided that a cost/service record would have to be developed for each of the 13 Center functions. This resulted in 19 different items being listed in the cost records to cover the particulars for the 13 different objectives (functions). The cost factors include items such as total cost, cost per client served, cost per client successful completion, etc. The service record includes 53 different factors to cover the 13 objectives. These factors are "number" oriented to deal with the specifics of a particular objective and provide the

divisors for the cost per client data. Examples of these factors would be -- total number of clients served, number of clients successful, number of clients unsuccessful, etc. It should be mentioned that the objectives and cost/service records are listed in the Appendix in a random order. No inferences should be made to priority. The priority for a given objective may change from year to year. Furthermore, the objectives may change from year to year.

In terms of scope, this six month project involved only the development of the basic elements of the accountability system and schedule for implementation. The preparation of the computer program for recording and reporting the cost/service data from each Center, including the analysis and production of state-wide statistical information, will be done by BVAE personnel as part of the implementation. Obviously, there will be other tasks to be completed by the BVAE and the Center personnel before this accountability system can be fully implemented.

METHODS

The purpose of this project was to design an accountability system for the Centers for vocational education professional personnel development in Pennsylvania through a cooperative effort with Center directors and state staff.

The specific objectives of the project were:

1. Develop measurable product and process objectives for each fundable Center activity (objectives shall include criteria for assessing attainment).

2. Design a recordkeeping system with a procedure which will be compatible for computer application and provide cost and other pertinent data.

3. Design an instrument for collecting information from staff regarding time, travel, etc., pertinent to each Center activity.

4. Design a procedure for formative and summative evaluation of Center activity which uses both internal and external personnel.

This development effort was limited to the designing and testing of a written product through a series of reviews by all levels of users which resulted in subsequent revisions. External consultants examined the accountability system for adequacy for initial implementation and recommended future improvements.

In performing the work of this project, the following procedures were used:

1. The consultant/project director was supplied with copies of Center proposals and reports, prior Center evaluation reports and other pertinent documents to study for two weeks before the first meeting of the Task Force.

2. A Task Force consisting of five state agency and five Center directors was established to coordinate the project and advise the project director. The names and titles of the 10 Task Force members are provided in Appendix A.

3. The scope and nature of the main elements for design including a sample based upon one of the Centers' functions were established during the first Task Force meeting on January 21, 1988. This meeting was preceded by a computer search for relevant models and other preliminary preparation by the consultant/project director and Task Force members. A summary of accomplishments by the Task Force in its meeting on January 21, 1988 is provided in Appendix B.

4. The consultant/project director was asked to prepare assessment criteria as well as cost and service record items for each of the Center functions based upon the sample material developed during the first Task Force meeting. The materials for each function were developed through content analysis procedures applied to the Centers' proposals and technical reports. Then, they were sent by mail to each Task Force member for review in accordance with the agreed upon plan. The final version of each of the materials in the form of performance records for the objectives may be examined in Appendix C.

5. The individually suggested revisions for the materials for six of the fundable activities of Centers were then discussed and synthesized in the February 22-23, 1988 meeting of the Task Force in Harrisburg. From this meeting on through completion of the project the fundable activities of the Centers were referred to as "objectives". Seven additional objectives were identified. A copy of the summary of this Task Force meeting may be examined in Appendix D.

6. After the February meeting of the Task Force, serious consideration was given to the timing of critical events in the yearly calendar for the operation of the accountability system. With the assistance of James Bishop, the schedule of yearly events of the accountability system was developed through telephone conferences and subsequently modified during Task Force meetings. This final schedule may be examined in Appendix E.

7. During the March 30, 1988 meeting of the Task Force, the materials for the seven additional objectives for the Centers were available for review as well as the revised versions of the first six objectives. In this meeting the Task Force approved the mailing of the revised materials to the Centers for duplication and distribution to faculty and staff for review. Also, the dates were set for the project director to visit each Center. A summary of this Task Force Meeting may be examined in Appendix F.

8. During the period April 21-27, 1988, the project director and the BVAE personnel development coordinator visited each Center to conduct group and individualized meetings with faculty and staff. The conferences with Center personnel were designed to help them to understand the need for the accountability system, respond to their concerns and enlist their assistance in further improvements to the materials. One day was spent in meetings on each campus. These visits occurred in the following order: Temple University, Pennsylvania State University, Indiana University of Pennsylvania and University of Pittsburgh. Many good suggestions were obtained for improving the materials. A summary of these suggestions may be examined in Appendix G.

9. After the visits to each of the Centers, the same set of materials that were reviewed by Center personnel was sent to each of three reviewers. In telephone conferences after the materials were received, each consultant was given an introduction to and progress report on the project. Each consultant was asked to respond to the adequacy of the materials as a beginning for an accountability system. They were also asked to offer suggestions for future improvements, including expansion of the system. The reports of the reviewers (Drs. Anderson, Evans and McCaslin) may be examined in Appendix H.

10. During the last meeting of the Task Force (June 16, 1988), the suggestions for improvement of the materials obtained from site visits with the Centers' personnel were considered individually for their merit. These inputs resulted in additional modifications of the materials. The final set of materials with all revisions as a product of this project may be examined in Appendix C. The reports of the three outside reviewers were distributed and discussed during the June 16 meeting of the Task Force. Some minor changes were made in the materials based upon a consideration of the adequacy of the system prior to implementation. However, there was considerable interest and discussion regarding the suggestions for improvements in the future.

ANALYSIS

Since this was a development effort, no data for statistical analysis were generated as part of the project; therefore, this secion of the report deals with the progress achieved with each objective of the project as follows:

1. Develop measurable process and product objectives. This objective was met and all members of the Task Force were satisfied with the outcome. Initially, some members of the state agency felt that the process oriented performance objectives with assessment criteria, suggested evidence and rating scale would be a great amount of work that would not be beneficial. However, after an explanation by the Center directors that this would help them communicate with their staff coordinating the various functions, as well as communicate with the state agency personnel, all Task Force members agreed upon the great value of this aspect of the system. All members of the Task Force supported the need for cost and service record data the system would produce for each objective related to a fundable Center activity. It is the "service record" part of the system that speaks more to the product outcomes of the Centers. The items, such as total number of clients served, clients successfully completing as well as non completers provide information that will be readily available to decision makers. These data for each Center function have not been available or have been buried, sometimes, in lengthy reports.

2. Design a recordkeeping system compatible for computer application. This objective has been accomplished with the performance record forms which include the performance indicators and rating scale for process accountability for each Center objective. Furthermore, the Cost/Service Record factors applicable for each of the 13 objectives easily fit a computer printout grid with the objectives on one axis and the cost/service factors on the other. The members of the Task Force have agreed that the BVAE personnel will prepare the computer program and make it available to each Center for reporting. The data for each Center recorded on floppy disk will be sent to the state agency for processing and the generation of state-wide statistics.

3. Design an instrument for collecting information from staff. The formats of the performance record for the objectives and the cost/service record provide sufficient instrumentation for accomplishing this objective. Originally, consideration was given to the need for extra data collecting instruments. However, it was the feeling of Center directors that they had such data collecting instrumentation in place. Each preferred to use existant instrumentation, even though different in format, to generate data for the cost/service factors required in this accountability system. Consequently, it was agreed there was no need for more data collection forms.

4. Design a procedure for formative and summative evaluation of Center activity. While no separate formal plan has been fully treated in writing

there has been recorded evidence in the Task Force meeting summaries indicating formative evaluation of Center activity and the new accountability system. Furthermore, while not as well verbalized, there was general agreement of the need for some form of summative evaluation involving external evaluators two to three years after the accountability system has been in place. However, the discussions during the duration of the project were focused primarily upon formative evaluation activity. For a closer examination of the expected formative evaluation activity, attention is called to the Schedule of Yearly Events for the Accountability System (Appendix E). This schedule calls for November and April site visits to each Center. In prior years there were only occasional and random site visits during a given year. The visits to each Center twice in a year will be focused upon the particular objectives a given Center has been funded to deliver. Therefore, conferences will be held with Center directors and activity coordinators to determine if they are "on target" with attaining the criteria for the performance objectives as well as having evidence to support documentation. They will, also, be asked if there are any problems with collecting cost and service record data pertaining to each objective. With progress being checked twice per year, any problems can receive immediate attention by both the BVAE and Center personnel. The early identification may mean stopping a given activity mid-year and starting another. Or certainly, it could mean funds might be diverted to a more meaningful effort. During the first year of operation, in particular, problems with assessment criteria or reporting cost and service record data may arise. Resolution of the problems may result in a mid-year or end-of-the- year revision of some aspects of the system. Formative evaluation is important to both the Center activity and the accountability system if improvement in communication as well as performance is expected.

Center personnel will be encouraged to engage in formative evaluation on a continuous basis. However, the schedule of yearly events provides for a formal self-evaluation in January and June. In the Schedule of Yearly Events, there is reference made to state agency meetings with Center Directors (July, November, December and January). The one in November, in particular, will focus on an analysis of state-wide data. The data will be helpful in setting Center priorities and in making policy decisions. If the spirit of formative evaluation is maintained in all these activities, the result will be better communications and improvement in professional personnel development.

CONCLUSIONS

Several conclusions may be drawn from the outcomes of this development project:

1. A task force approach to the development project was rewarding to all concerned. Feelings of satisfaction and accomplishment were generated when representatives of the agencies for whom the work was being done were given the opportunity to make input to the project. Good communications seemed to be the key to successful completion of the project.

2. State agency and university personnel in vocational education can work together to accomplish an important task, such as designing an accountability system. It is possible that the working relationship established through this project activity has accomplished as much in developing good communications as the actual written accountability system. It has been stated that sometimes a by-product is as important or even more important than the intended product.

3. A functioning accountability system seems to be the best way to assure continued support of professional personnel development in vocational education in Pennsylvania.

4. An accountability system, which is more than adequate for a beginning effort, was developed through this project. Outside evaluators have reviewed the proposed system and labeled it a pioneering effort since no other systems are currently known to exist in vocational education professional personnel development.

RECOMMENDATIONS

Several recommendations have been developed as the result of a concern for implementing this accountability system. These recommendations cite some concerns for prerequisites for implementation as well as the nature of the implementation activity.

For pre-implementation it is recommended that:

1. The descriptions of Center functions listed by the Pennsylvania Vocational Education Professional Personnel Development Advisory Committee need to be revised to give more accurate and thorough statements of the various Center functions. Furthermore, more articulate titles are needed for some functions.

2. The criteria for Center certification need to be reviewed and updated since it has been ten years since the Centers were first established. In view of Center recertification being required each year as part of the agreed upon schedule of yearly activities for the accountability system, these criteria should be revised as soon as possible and no later than October 1988.

3. The computer program for collecting and processing the accountability data from each Center should be developed as soon as possible. If this program can be made available to the Centers by January 1989, a full-scale preliminary testing and debugging of the computer system could be completed before proposals are submitted for the 1989-90 school year. Even though it is not a part of the Center proposals for 1988-89, personnel are anxious to begin collecting all the data called for in the accountability system. If the computer services for the system can be tested in 1988-89, there would be a better chance for the system to function with fewer problems in 1989-90. In fact, the potential problem of interpretation of state-wide data could be attacked a year earlier.

4. The potential problem of contextual differences among Centers needs to be studied. If inequities do exist (e.g., population concentration and geographic locations, salaries of staff, different delivery methods, etc.) they must be identified and accounted for in the interpretation of statistical data.

During the actual implementation, it is recommended that:

1. Task Force performance records for objectives and cost/service records be used as the main body of proposals and technical reports to greatly reduce writing time, improve communication and expedite the receipt of essential data by the state agency. In fact, a computer printout could provide the new evidence, if the "suggested evidence" in the middle column of the performance record for an objective is not appropriate for a particular

Center's proposal. Once this is in the computer, the final technical report with the performance attainment rating scale responses and cost/service record data should be reported on computer floppy disk and printout. The data on floppy disk will facilitate the analysis of data from all Centers to develop essential state-wide statistical information. There should not be the need for the usual proposal or lengthy technical report. Determination of the essential paper work for proposals and technical reports should be analyzed and only those sections that cannot be treated by the use of the accountability system materials need to be incorporated in these written materials.

2. The on-site visitation by state agency persons coordinating professional personnel development should be carried out sincerely and thoroughly with involvement of university personnel responsible for each Center objective. Reviewing the performance indicators and evidence intended for justification of attainment as well as service record data collection will be tantamount to success of the system. Identifying and resolving problems as soon as possible will help improve the performance of the Centers. Sincere use of the accountability system materials in as many ways as possible will greatly enhance the spirit of formative evaluation and will expedite refinement of the new system.

3. The pre-arrangement of a mechanism for responding to new functions of Centers should be put in place as soon as possible. In the event an objective not currently incorporated in the accountability system materials is identified, a committee needs to develop the performance and cost/service record materials. This new addition must then be presented to BVAE for approval. It would seem appropriate to use state agency and Center personnel in a structure similar to the original development effort of the Task Force.

4. The continuous formative evaluation of the accountability system should be maintained during at least the first two years of operation. Not only should the various components be evaluated but also the results or output. Even with the pre-implementation testing previously recommended, it is envisioned that more fine tuning of the materials will be needed to make them appropriate and sensitive. Mid-year adjustments in materials through proper channels would seem possible and may be needed. Obviously, this calls for a properly agreed upon procedure to be established for making adjustments which is strongly recommended to maintain the trust that has been established.

5. The interpretation of data generated by each Center and/or state-wide statistics needs to be given serious consideration. To what extent will these results of the accountability system be used, particularly the first set in October 1990. Unless a dialog is established and a workable system for interpreting the data is established, which can be agreed upon by university and state agency personnel, the accountability system is likely to fail in implementation. Data interpretation is possibly a nasty "can of worms" because it involves many differences, real or imagined, in the minds of university representatives. While the proposals and technical reports of

the Centers tend to indicate that their operations are more similar than different, actual agreement to this conception is far from reality. Some of the possible differences that may interfere with data interpreation are the result of, e.g., the lack of agreement on minimum number and levels of competencies required in program approval. Such minimum standards could be resolved among existing programs, even though not required in state certification of a program, if such a change is important and leadership is provided. Other more interesting questions may be those such as, does the state agency want the cheapest delivery system or does it want the best? Does it want a variety of delivery systems for a particular program? Or, does it want competition among the Centers for the most economical delivery system that meets certain minimum standards in terms of services to its clients?

Some important differences that may complicate interpretation of the data from the Centers must be anticipated and solutions generated. In the final analysis, Center personnel will want to provide the professional personnel development services which are not being met by the normal university programs but they will want to know the intimacies of the policy for continued funding. A research effort should be launched in the near future to identify these problems and suggest solutions.

DISSEMINATION

The normal channel of the ERIC System will be used, primarily, to make this report available to interested persons in other states. An hour and one-half program of the American Vocational Education Personnel Development Association is scheduled for the presentation of this project during the AVA Convention in St. Louis in December 1988. The State Director of Vocational Education, three Center directors and the consultant/project director are scheduled to be involved (See Appendix I).

The project director presented a preliminary report of the project to members of the National Association for Vocational Education Program Improvement during their 23rd Annual Conference in Orlando, Florida May 2, 1988 (See Appendix J). Representatives of three states (Colorado, Minnesota and Oregon) attending this conference were sent copies of preliminary detailed materials developed for review of the accountability system by Center personnel.

APPENDIX A

ROSTER OF TASK FORCE MEMBERS

Richard Adamsky	Director, Center for Vocational Education Professional Personnel Development, Temple University
James Bishop	Personnel Development Coordinator, BVAE, PDE
Clarence Dittenhafer	Research Associate, Research, Evaluation and Data Management Section, BVAE, PDE
Edwin Herr	Director, Center for Vocational Education Professional Personnel Development, Pennsylvania State University
Carolyn Kratz	Head, Curriculum and Personnel Development Section, BVAE, PDE
Ruth Lungstrum	Director, Center for Vocational Education Professional Personnel Development, University of Pittsburgh
Thomas O'Brien	Director, Center for Vocational Personnel Preparation, Indiana University of Pennsylvania
William Reilly	Chief, Division of Vocational Education Planning, Development and Evaluation Services, BVAE, PDE
Thomas Walker	Co-Director, Center for Vocational Education Professional Personnel Development, Temple University
Thomas Winters	Head, Research, Evaluation and Data Management Section, BVAE, PDE
Calvin J. Cotrell	Consultant/Project Director

APPENDIX B

MEMO

TO: Task Force on Accountability Evaluation/Reporting System for Professional Personnel Development Centers

FROM: C. J. Cotrell, Consultant/Project Director

DATE: January 26, 1988

SUBJECT: Occupational Competency Assessment Program Activity Evaluation/Record

Attached are copies of the chart pad work during our meeting on January 21 and the expanded version which I developed subsequently.

We need to be developing a convenient format which will be practical for Center personnel to use in actual operation. Perhaps one will evolve through our task force deliberations, however, I have chosen to begin our communications with the simple version attached. I will be looking forward to receiving your suggestions for format as well as content additions, deletions and revisions. Work here on another activity has started. I expect to be sharing that with you in a few days.

Thank you for the excellent cooperation in the meeting on January 21 and for making me feel welcome and at home again in Pennsylvania.

CJC:jc

Attach.

Chart Pad Work
1/21/88

OCA

OBJECTIVES

o Develop and Maintain a Comprehensive OCA Program

Performance Indicators	Evidence
1. Occupational Competency Program Information Received by Clients	1.1 20% Sample of Clients (Received Yes/No)
2. No Prospective Client Lost in Process of Assessment (Tracking System)	2.1 Tracking System Records All Contacts
3. Reduced Failure Rate	3.1 Records of Pass/Fail 3.2
4. Eligible Clients Received Pre-Counseling/Adv.	4.1 Documented/Signed-off by Client
5. Assessment Interpret Followup with Clients	5.1 Client Documentation
6. Systematic/Tailored Remediation	6.1 Documented on Client Record
7. Trained Assessor	

Chart Pad Work Continued
1/21/88

Total Cost for Cent Act/obj.

# of Inquiries

# of Contacts (cent initiated)

# of Preassess Counseling

# of First Time Assess/ by Occupations

# of Post Assess Counseling by Occ.

# of ReAssessments by Occ.

Pass/Fail

Cost per successful Compl.

Cost for Assessors

1/25/88
CJC

OBJECTIVE: Develop and Maintain A Comprehensive Occupational Competency Assessment (OCA) Program

Performance Indicators	Evidence	Rating Scale	Cost/Service Record	
1. OCA Program information received by clients	1.1 Received by a 20% sample of clients	yes/no	a. Total cost for OCA program	_____
			b. Cost per client successful completion	_____
2. Tracking system provides for no prospective client to be lost in process of assessment	2.1 Tracking system records all client contacts	yes/no	c. Cost for assessors by occupation	_____
			d. Cost of assessor up-grading/ training	_____
3. Program provides for reduced failure rate of clients	3.1 Complete record of pass/fail	yes/no	e. Cost of Center campus staff for OCA	_____
			f. Cost of assessment program supplies	_____
4. Eligible clients received pre-counseling/advisement	4.1 Documented/signed-off by client	yes/no	g. Number of client inquiries	_____
			h. Number of Center initiated client contacts	_____
5. Program provides assessment results to clients expeditiously	5.1 Documented/letter or record of contact after assessment	yes/no	i. Number of clients served through pre-assessment counseling	_____

OBJECTIVE: Develop and Maintain A Comprehensive Occupational Competency Assessment (OCA) Program (Contd.)

Performance Indicators	Evidence	Rating Scale	Cost/Service Record	
6. Program provides assessment interpretation follow-up with clients	6.1 Documented/signed-off by client	yes/no	j. Number of clients receiving first time assessment by occupation.	____
7. Program provides systematic/ tailored remediation	7.1 Documented/signed-off by client	yes/no	k. Number of clients receiving post-assessment counseling by occupation	____
8. Assessment personnel for the program were trained	8.1 Documented record of participation in OCA examiner training, e.g., certificate on file	yes/no	l. Number of clients receiving reassessment by occupation	____
			m. Number of clients passing	____
			n. Number of clients failing	____
9. Assessment centers (personnel/ facilities/equipment/supplies) were evaluated	9.1 Client feedback evaluation immediately upon completion of assessment	yes/no		
	9.2 Record of center/site evaluation with check list	yes/no		

APPENDIX C

PERFORMANCE RECORDS FOR OBJECTIVES
AND
COST/SERVICE RECORDS FOR THE ACCOUNTABILITY SYSTEM

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PERFORMANCE RECORD

Objective: Provide center management for vocational professional personnel development

Performance Indicators	Suggested Evidence	Rating Scale
1. A Center Director was appointed and functioned with authority over all activity	1.1 Documented by appropriate university personnel and financial records	NA Yes No
2. Each Center activity was properly staffed	2.1 Documented by university personnel load reports	NA Yes No
3. A Center management plan indicates the need for proposed Center activities, how need was determined and a means for determining the cost effectiveness of activities	3.1 Documented written plan on file	NA Yes No
4. A professional development advisory committee was established and maintained	4.1 Documented roster of members	NA Yes No
5. Cost effective means were used to deliver service	5.1 Options on file for delivering services	NA Yes No
6. A records system was established and maintained	6.1 Up-to-date filing system for client/personnel records	NA Yes No
	6.2 Current system for fiscal records to expedite matching budget with expenditures	NA Yes No
7. The Center program was engaged in continuous effort for evaluation and improvement	7.1 Written plan for evaluation	NA Yes No
	7.2 Written record of evaluation results and subsequent improvement measures	NA Yes No
8. Liaison was maintained with external agencies	8.1 Documented communication with state education agency and other teacher education institutions	NA Yes No

Objective: Provide center management for vocational professional personnel development (contd.)

Performance Indicators	Suggested Evidence	Rating Scale
9. An accounting system was maintained	9.1 All required reports were filed on time and were readily accessible	NA Yes No
	9.2 All Center funds and expenditure records were accessible and under normal university central audit control	NA Yes No
10. Special task forces were engaged in planning and problem solving activity	10.1 Documented by meeting minutes, correspondence	NA Yes No
11. A system was established and maintained for evaluating all aspects of Center management	11.1 Documented by reports on file	NA Yes No
12. A planned program for staff improvement was established and maintained	12.1 Documented by written plan including objectives for each staff member's improvement efforts	NA Yes No
	12.2 Progress record maintained by each staff member with staff acknowledgement and supervisory sign-offs	NA Yes No
13. Regular mailings were made to prospective and current clients and their superiors	13.1 Documented by copies filed on mailings of news letters, bulletins, etc.	NA Yes No

COST/SERVICE RECORD

Objective: Provide center management for vocational professional personnel development

	Cost
Total cost	_____

PERFORMANCE RECORD

Objective: Develop and maintain a comprehensive Occupational Competency Assessment (OCA) Program

Performance Indicators	Suggested Evidence	Rating Scale
1. OCA Program information received by clients	1.1 Received by a 20% sample of clients	NA Yes No
2. Tracking system provides continuous record of all client contacts	2.1 Documented record of all client contacts	NA Yes No
3. Program services encourage a high success rate for clients	3.1 Documented record of pass/fail and client contacts/counseling	NA Yes No
4. Eligible clients received pre-counseling/advisement	4.1 Documented sign-off by client	NA Yes No
5. Program provides assessment results to clients expeditiously	5.1 Documented/letter or record of contact after assessment	NA Yes No
6. Program provides assessment interpretation follow-up with clients	6.1 Documented sign off by client	NA Yes No
7. Program provides systematic/tailored remediation	7.1 Documented sign off by by client	NA Yes No
8. Assessment personnel for the program were trained	8.1 Documented record of participation in OCA examiner training, e.g., certificates on file	NA Yes No
9. Assessment centers (personnel/facilities/ equipment/supplies) were evaluated	9.1 Client feedback evaluation immediately upon completion of assessment	NA Yes No
	9.2 Record of center/site evaluation with check list	NA Yes No
10. Clients may receive 24 S.H. credit toward the B. of Sc. degree for successful completion of the occupational competency assessment	10.1 Record in college catalog or other official document	NA Yes No

COST/SERVICE RECORD

Objective: Develop and maintain a comprehensive Occupational Competency Assessment (OCA) program

Cost

Total cost _____

Cost per client successful completion _____

Service

Number of clients served through pre-assessment counseling _____

Number of clients receiving first time assessment by occupation _____

Number of clients receiving post-assessment counseling by occupation _____

Number of clients receiving reassessment by occupation _____

Number of clients passing _____

Number of clients failing _____

Number of clients receiving certification by review of credentials _____

PERFORMANCE RECORD

Objective: Provide outreach services (Vocational Intern/instructor certification program) for personnel off-campus through traditional undergraduate courses

Performance Indicators	Suggested Evidence	Rating Scale
1. Client needs were assessed	1.1 Results of survey to support needs cited/recorded	NA Yes No
2. Prospective clients were informed of offerings	2.1 A 25% sample of prospects was surveyed to determine they received timely information regarding offerings	NA Yes No
3. Courses were offered in proximity of clients' home/school	3.1 Clients did not have to travel more than 40 miles to participate. Roster with name and miles traveled initialed by each client	NA Yes No
4. Course objectives/methods were clear to prospective clients	4.1 Course reviewed by Center advisory committee as indicated by meeting minutes	NA Yes No
5. Courses and instructors were evaluated by clients	5.1 Record of client evaluation of each course and instructor's methods	NA Yes No

COST/SERVICE RECORD

Objective: Provide outreach services (Vocational Intern/instructor certification program) for personnel off-campus through traditional undergraduate courses

Cost

Total cost (undergraduate courses) _____

Cost per clock hour of client service* _____

Cost per client served _____

Service

Number of courses offered _____

Number of clients enrolled _____

Number of clock hours of faculty contact with clients (group and individualized) _____

* Class time plus pre- and post-counseling

PERFORMANCE RECORD

Objective: Provide outreach services (Vocational Intern/Instructor certification program) for personnel off-campus through Field Based-Competency Based Teacher Education (FB-CBTE)

Performance Indicators	Suggested Evidence	Rating Scale
1. Clients' needs were assessed	1.1 Results of surveys to support need cited/recorded	NA Yes No
2. Prospective clients were informed of FB-CBTE program and requirements	2.1 A 25% sample of prospective clients was contacted to determine if they received timely information	NA Yes No
3. New teachers were observed once each week	3.1 Documented, teachers' records and staff travel	NA Yes No
4. Experienced teachers were observed once each two weeks	4.1 Documented, teachers' records and staff travel	NA Yes No
5. Individualized helping conferences were provided	5.1 Documented, teachers' records	NA Yes No
6. Opportunities were provided for collegial interaction	6.1 Documented, teachers' records	NA Yes No
7. Offerings were modularized and self-paced	7.1 Documented, teachers' record of progress	NA Yes No
8. Clients making less than average progress were counseled	8.1 Documented/signed-off on teachers' records	NA Yes No
9. Staff (resource person) participated in regular training weekly	9.1 Record of meetings documented	NA Yes No
10. Staff engaged in meetings regularly	10.1 Documented record of meetings	NA Yes No
11. Modules were appropriate for specific needs of clients served	11.1 Documented record of yearly review of modules	NA Yes No

Objective: Provide outreach services (Vocational Intern/Instructor certification program) for personnel off-campus through Field Based-Competency Based Teacher Education (FB-CBTE)(contd.)

Performance Indicators	Suggested Evidence	Rating Scale
12. Clients evaluated the total delivery system regularly	12.1 Documented record of yearly evaluation of staff, curriculum and delivery methods	NA Yes No
13. Vocational Instructional II certificated resource persons were involved in helping clients served	13.1 Documented record of "local supervisor" reviewing competency attainment	NA Yes No
14. Competency evaluation panel functioned in each school	14.1 Documented teacher records	NA Yes No
15. Senior teacher educator supervised work of all field and resident resource persons including service in competency evaluation panel	15.1 Documented, teachers' records and teacher educator report	NA Yes No
16. Competencies and an attainment scale were used for each certification level	16.1 Documented teachers' records	NA Yes No
17. A process was in place for evaluating competencies of clients transferring among Centers	17.1 Documented by written policy	NA Yes No

COST/SERVICE RECORD

Objective: Provide outreach services (Vocational Intern/Instructor certification program) for personnel off-campus through Field Based-Competency Based Teacher Education (FB-CBTE)

Cost

Total cost _____

Cost per competency completed (TPO) _____

Service

Number of teachers served _____

Number of competencies completed (TPO) _____

Average number of competencies (TPO) completed per client _____

Number of certificates issued/recommended to PDE:

Voc. I _____

Voc. II _____

Instr. I _____

Instr. II _____

Number of certificate endorsements for Co-operative Education recommended to PDE _____

PERFORMANCE RECORD

Objective: Provide outreach services (vocational education curriculum specialist, supervisor and director certification program) for personnel off-campus through traditional graduate courses

Performance Indicators	Suggested Evidence	Rating Scale
1. Client needs were assessed	1.1 Results of survey to support needs cited/recorded	NA Yes No
2. Prospective clients were informed of offerings	2.1 A 25% sample of prospects was surveyed to determine they received timely information regarding offerings	NA Yes No
3. Courses were offered in proximity of clients' home/school	3.1 Clients did not have to travel more than 40 miles to participate. Roster with name and miles traveled initialed by each client	NA Yes No
4. Course objectives/methods were clear to prospective clients	4.1 Course reviewed by Center advisory committee as indicated by meeting minutes	NA Yes No
5. Courses and instructors were evaluated by clients	5.1 Record of clients' evaluation of each course and instructor's methods	NA Yes No

COST/SERVICE RECORD

Objective: Provide outreach services (vocational education curriculum specialist, supervisor and director certification program) for personnel off-campus through traditional graduate courses

Cost

Total cost (graduate courses) _____

Cost per clock hour of client service (class time plus pre and post counseling) _____

Service

Number of courses offered _____

Number of clients served _____

Number of clock hours of faculty contact with clients (group and individualized) _____

PERFORMANCE RECORD

Objective: Provide outreach services (vocational education curriculum specialist, supervisor and director certification program) for personnel off-campus through Field Based-Competency Based Leadership Training (FB-CBLT)

Performance Indicators	Suggested Evidence	Rating Scale
1. Clients' needs were assessed	1.1 Survey results recorded	NA Yes No
2. Prospective clients were informed of FB-CBLT program and requirements	2.1 A 25% sample of prospective clients was surveyed to determine if they had received timely information	NA Yes No
3. Interns were observed/ visited regularly	3.1 Documented, interns' progress records	NA Yes No
4. Individualized helping conferences were provided regularly	4.1 Documented, interns' progress records	NA Yes No
5. Opportunities were provided for collegial interaction	5.1 Documented, interns' progress records	NA Yes No
6. Offerings were modularized and self-paced	6.1 Documented, interns' progress records	NA Yes No
7. Clients making less than average progress were counseled	7.1 Documented, interns' sign-off of note of conference summary	NA Yes No
8. Staff (Field Resource Persons) participated in weekly training and coordination meetings with program coordinator	8.1 Documented record of meetings	NA Yes No
9. Modules were evaluated each semester for appropriateness in meeting interns needs	9.1 Documented reviews of modules	NA Yes No
10. Clients evaluated total delivery system each semester	10.1 Survey results documented	NA Yes No

Objective: Provide outreach services (vocational education curriculum specialist, supervisor and director certification program) for personnel off-campus through Field Based-Competency Based Leadership Training (FB-CBLT) (contd.)

Performance Indicators	Suggested Evidence	Rating Scale
11. Interns were assisted in obtaining opportunities for experiences by qualified/certificated resident resourse persons	11.1 Documented observations by RRP sign-off on interns' competency progress records	NA Yes No
12. Program coordinator, field and resident resource persons reviewed competency attainment of interns	12.1 Sign-offs and appropriate evidence documentation in clients' records	NA Yes No
13. A competency evaluation panel functioned for each level of leadership certification	13.1 Documented by record of panel meeting, roster of members and results	NA Yes No
14. Resource persons from the university held certification equivalent to the leadership level pursued by clients served	14.1 Documented by certification credentials in personnel file	NA Yes No
15. A process was in place for evaluating competencies of clients transferring among Centers	15.1 Documented by written policy	NA Yes No

COST/SERVICE RECORD

Objective: Provide outreach services (vocational education curriculum specialist, supervisor and director certification program) for personnel off-campus through Field Based-Competency Based Leadership Training (FB-CBLT)

Cost

Total cost _____

Cost per competency completed (TPO) _____

Service

Number of clients served _____

Number of competencies completed (TPO) _____

Number of clients completing program _____

Average number of competencies attained per client _____

Number of certificates recommended to PDE

Supervisor _____

Director _____

Number of Center endorsements for curriculum specialist _____

Note: 1. The number of competencies in the approved program for the various Centers may vary.

2. The approved program in the various Centers may involve a combination of traditional course work and internship in FB-CBLT or theory and internship may be served entirely by FB-CBLT.

PERFORMANCE RECORD

Objective: Provide workshops and seminars for personnel from all vocational content areas

Performance Indicators	Suggested Evidence	Rating Scale
1. Clients needs were assessed	1.1 Documented, survey results	NA Yes No
2. Prospective clients were informed of offerings	2.1 25% sample of prospective clients was contacted to determine that timely information was received	NA Yes No
3. Offerings were in easily accessible locations	3.1 Expeditious transportation by major roads	NA Yes No
4. Offerings were conveniently located geographically	4.1 Clients did not have to travel over 75 miles	NA Yes No
5. All potential client populations were surveyed for workshop/ seminar needs	5.1 Documented by mailing lists and records of announcements	NA Yes No
6. Prospective clients were involved in planning of each offering	6.1 Documented by planning meeting minutes and roster	NA Yes No
7. Prospective clients were involved in setting priorities for offerings	7.1 Meeting minutes available for documentation	NA Yes No
8. College credit was available for appropriate offerings	8.1 Documented by announcement literature and by client records	NA Yes No
9. Staffing costs for the offerings were reasonable	9.1 Any higher costs were easily justified in terms of current known or documented rates	NA Yes No
10. Equipment costs for the offerings were reasonable	10.1 Any rentals of extra high cost were justified with competitive bid information	NA Yes No

Objective: Provide workshops and seminars for personnel from all vocational content areas (contd.)

Performance Indicators	Suggested Evidence	Rating Scale
11. Offerings were timely and on target for clients' expressed need	11.1 Documented by survey results and by advisory committee review minutes	NA Yes No
12. Clients evaluated the process and content of the offerings	12.1 Documented by summary of client evaluation for each offerings	NA Yes No
13. Offerings were provided for all types of approved clients in sufficient numbers expressing needs	13.1 Documented by survey results and pre-registration records having 15 clients	NA Yes No
14. Clients expressed that objectives were met for each offering	14.1 Documented by results of clients' evaluation	NA Yes No
15. Special populations needs were met by offerings	15.1 Documented service to educators of minorities, handicapped, disadvantaged by evaluation summaries and by registration of clients	NA Yes No

COST/SERVICE RECORD

Objective: Provide workshops and seminars for personnel from all vocational content areas

Cost

Total cost _____

Average cost per hour client served:

a. Technical _____

b. Professional _____

Service

Number of hours client served by contract personnel _____

Number of hours client served by non contract/regular faculty _____

Total number of clients served _____

Number of clients served by type

Teachers:

Agriculture _____

Business _____

Co-op _____

Health Occupations _____

Home Economics _____

Marketing and Distribution _____

Technology Education _____

T & I _____

Supervisors _____

Directors _____

Vocational related _____

Other _____

PERFORMANCE RECORD

Objective: Provide pre-induction, professional education for clients recruited from business and industry with little or no pedagogical education or experience

Performance Indicators	Suggested Evidence	Rating Scale
1. A survey was conducted to identify participants	1.1 Documented mailings and summary results	NA Yes No
2. Professional competencies to be developed were identified	2.1 Documented survey results and/or recent literature review	NA Yes No
3. Learning experiences were planned and organized in a timely sequence	3.1 Documented plan and schedule of activities for the workshop	NA Yes No
4. Eligible participants were given a reasonable opportunity to participate	4.1 Documented by distribution and timing of announcements and by proximity of workshop	NA Yes No
5. Learning experiences focused upon competencies essential in the first months of teaching	5.1 Record of advisory committee verification of all competencies as very important or highest priority	NA Yes No
6. The workshop was conducted prior to the first teaching experiences for a majority of the interns	6.1 Documented by personnel file on participants	NA Yes No
	6.2 A list of all participants was provided	NA Yes No
7. The participants completed an evaluation of the workshop content and procedures	7.1 Results of immediate evaluation on file	NA Yes No
	7.2 Results of evaluation near close of first year of teaching on file	NA Yes No

COST/SERVICE RECORD

Objective: Provide pre-induction, professional education for clients recruited from business and industry with little or no pedagogical education or experience

Cost

Total cost _____

Cost per client served _____

Cost per hour client served _____

Cost per clock hour of client service* _____

Service

Number of clients served _____

Number of hours of workshop time _____

Number of hours of pre and post counseling _____

Number of clients enrolled _____

Number of clients completing _____

Number of competencies (simulation level) in workshop _____

Average number of competencies accomplished (simulation level) per client _____

* Workshop time plus pre- and post-counseling

PERFORMANCE RECORD

Objective: Provide an Occupational Experience Program

Performance Indicators	Suggested Evidence	Rating Scale
1. Prospective clients were identified	1.1 Record of survey of advisors, Occupational Competency Test results	NA Yes No
2. Needs of clients were assessed	2.1 Documented roster	NA Yes No
	2.2 Record in students' files of competencies needed	NA Yes No
3. Training sites were identified for each client	3.1 Documented record of phone contacts, and visits to prospective employers	NA Yes No
	3.2 Roster of prospective training stations	NA Yes No
	3.3 Record of evaluation of each training site	NA Yes No
4. Agreements for training/ experience were developed for each client	4.1 Files contained agreements signed by employer, program coordinator and client	NA Yes No
5. Training plans depicting competencies and assessment criteria to be attained and identifying on-site supervisors were developed	5.1 Documented training plan on file for each client	NA Yes No
6. Periodic conferences were held between program coordinator and on-site supervisor	6.1 Documented by records of visits/contacts with on-site supervisors and clients by program coordinator	NA Yes No
7. On-site supervisor participated in evaluating clients' program	7.1 Record of sign-offs on clients' progress forms	NA Yes No
8. Competency progress records were maintained	8.1 Documented initialed/dated by client, on-site supervisor and coordinator	NA Yes No
9. Competency development progress was monitored by program coordinator	9.1 Documented by service and record of visits/conferences	NA Yes No

Objective: Provide Occupational Experience Program (contd.)

Performance Indicators	Suggested Evidence	Rating Scale
10. Helping conferences were held regularly with clients	10.1 Documented clients' records	NA Yes No
11. Clients were visited regularly by program coordinator	11.1 Documented clients' records	NA Yes No
12. Clients received college credit	12.1 Documented clients' records	NA Yes No
13. Small group meetings were held with clients as needed	13.1 Documented clients' records	NA Yes No
14. Assisted clients in arranging for occupational competency testing	14.1 Documented record of informing clients	NA Yes No
	14.2 Record in clients' files regarding assistance	NA Yes No
15. Occupational experience program was evaluated	15.1 Record of review by advisory committee	NA Yes No
	15.2 Records of clients' evaluations	NA Yes No

COST/SERVICE RECORD

Objective: Provide an occupational work experience program

Cost

Total cost of program _____

Cost per client completion* _____

Service

Number of clients served _____

Number of different CIP's _____

Number of clients staying in system for BS degree _____

Number of clients served by assessment of past experiences _____

Number of client assessments resulting in certificate recommendations _____

Number of hours supervised experiences for all clients _____

Number of clients passing occupational competency assessment _____

* Certificate recommended, occupational competency exam or number remaining in BS system

PERFORMANCE RECORD

Objective: Provide placement services for vocational professional personnel

Performance Indicators	Suggested Evidence	Rating Scale
1. Placement services were publicized in region served	1.1 Documented by various forms of announcements	NA Yes No
2. A record of all applications was maintained	2.1 Documented by records on file for each client	NA Yes No
3. A record of all referrals and placements was maintained for each client	3.1 Documented by records on file for each client	NA Yes No
4. A record of inquiries by all employers seeking personnel was maintained	4.1 Documented by records of requests for personnel	NA Yes No
5. Communication with the coordinators of placement at other centers was compiled to provide a state-wide network	5.1 Documented by correspondence and computer or file records indicating a composite state-wide list	NA Yes No
6. The system was evaluated by faculty and advisory committee	6.1 Documented by summary report of evaluators	NA Yes No

COST/SERVICE RECORD

Objective: Provide placement services for vocational professional personnel

Cost

Total cost _____

Cost per client served _____

Cost per client placement _____

Service

Number of clients served (applications) _____

Number of referrals _____

Number of placements _____

Note: Clients are the teacher and leadership personnel, not the school.

PERFORMANCE RECORD

Objective: Provide a recruitment system for vocational teachers and leadership personnel

Performance Indicators	Suggested Evidence	Rating Scale
1. Hard-to-fill teaching and leadership positions were identified	1.1 Documented by survey results	NA Yes No
2. A variety of recruitment activities and strategies was employed	2.1 Documented by samples of media and date of releases	NA Yes No
	2.2 Record of presentations, dates and audiences	NA Yes No
3. A record of recruits was maintained	3.1 Documented by a list of recruits by occupation and pre and in-service status	NA Yes No
4. The recruitment system process and product were evaluated twice (Jan. and June) each year	4.1 Documented by written summary of results of faculty and advisory Committee evaluation	NA Yes No

COST/SERVICE RECORD

Objective: Provide a recruitment system for vocational teachers and leadership personnel

Cost

Total cost of service _____

Cost per hour of client contact _____

Cost per client recruited _____

Cost per client served _____

Service

Number of clients served _____

Number of hours of faculty/staff recruitment effort _____

Number of clients recruited _____

PERFORMANCE RECORD

Objective: Assist schools in using the Occupational Data Analysis System (ODAS) to develop and revise curricula

Performance Indicators	Suggested Evidence	Rating Scale
1. ODAS services were publicized in region served	1.1 Documented by variety of timely announcements	NA Yes No
2. An ODAS trainer was educated for service	2.1 Documented by education and experience record of trainer	NA Yes No
3. Workshops were designed to serve needs of potential clients	3.1 Documented by workshop content and/or schedule of learning experiences	NA Yes No
4. Appropriate levels (awareness to advanced) user of workshops were offered	4.1 Documented by records of content, announcement and/or attendance	NA Yes No
5. Individualized implementation assistance to schools was provided	5.1 Documented by records of service of trainer	NA Yes No
6. ODAS workshops and individualized services were evaluated by clients, faculty and advisory committee	6.1 Documented by summary of results of written evaluation by all concerned	NA Yes No

COST/SERVICE RECORD

Objective: Assist schools in using the Occupational Data Analysis System to develop and revise curricula

Cost

Total cost _____

Average cost per school served _____

Average cost per school with an account to access ODAS _____

Average cost per workshop _____

Average cost per client served _____

Service

Number of schools served _____

Number of schools establishing accounts to access ODAS _____

Number of workshop participants _____

Number of workshops _____

Total number of clients served _____

PERFORMANCE RECORD

Objective: Provide assistance for vocational educators serving disadvantaged learners

Performance Indicators	Suggested Evidence	Rating Scale
1. Adequate staff were appointed to operate the program	1.1 Documented faculty-staff load/time reports	NA Yes No
2. Needs of the service region were assessed	2.1 Summary of survey on file	NA Yes No
	2.2 Meeting minutes of advisory committee/strategic scanning committee on file	NA Yes No
3. Program was publicized	3.1 Copies of materials (brochures, etc.) which were developed	NA Yes No
	3.2 Materials were distributed to potential participants verified by phone survey of sample of audience	NA Yes No
4. Service requests were processed in timely fashion	4.1 Record was on file for each request	NA Yes No
	4.2 Written rationale established for determining which requests to serve	NA Yes No
	4.3 Record of notification for each requester	NA Yes No
5, Services were provided as agreed	5.1 Record of visits and work with school personnel	NA Yes No
	5.2 Roster of participants	NA Yes No
	5.3 Copy of agenda/program on file	NA Yes No
6. Program/services were evaluated	6.1 Summary of participants' evaluations on file	NA Yes No
	6.2 Faculty/staff evaluation on file	NA Yes No

COST/SERVICE RECORD

Objective: Provide assistance for vocational educators serving disadvantaged learners

Cost

Total cost _____

Cost per client served _____

Service

Total number of clients served _____

Number of clients served by type

- Teacher _____
- Teacher-Coordinator (Co-op) _____
- Supervisor _____
- Director _____
- Other _____

Number of school visits _____

Number of workshop/seminars _____

Number of client/staff interactions _____

PERFORMANCE RECORD

Objective: Provide assistance for vocational educators serving handicapped learners

Performance Indicators	Suggested Evidence	Rating Scale
1. Adequate staff were appointed to operate the program	1.1 Documented faculty/staff load/time reports	NA Yes No
2. Needs of the service region were assessed	2.1 Summary of survey on file	NA Yes No
	2.2 Meeting minutes of advisory committee/strategic scanning committee on file	NA Yes No
3. Program was publicized	3.1 Copies of materials (brochures, etc.) which were developed	NA Yes No
	3.2 Materials were distributed to potential participants verified by phone survey of sample of audience	NA Yes No
4. Service requests were processed in timely fashion	4.1 Record was on file for each request	NA Yes No
	4.2 Written rationale established for determining which requests to serve	NA Yes No
	4.3 Record of notification for each requester	NA Yes No
5. Services were provided as agreed	5.1 Record of visits and work with school personnel	NA Yes No
	5.2 Roster of participants	NA Yes No
	5.3 Copy of agenda/program on file	NA Yes No
6. Program/services were evaluated	6.1 Participants' process/product type evaluations	NA Yes No
	6.2 Written summary of participants' evaluation on file	NA Yes No
	6.3 Faculty/staff evaluation on file	NA Yes No

COST/SERVICE RECORD

Objective: Provide assistance for vocational educators serving handicapped learners

Cost

Total cost _____

Cost per client served _____

Service

Total number of clients served _____

Number of clients served by type:

- Teacher _____
- Teacher-Coordinator (Co-op) _____
- Supervisor _____
- Director _____
- Other (Specify) _____

Number of school visits _____

Number of workshop-seminars _____

Number of client/staff interactions _____

PERFORMANCE RECORD

Objective: Provide support for a research arm in vocational education

Performance Indicators	Suggested Evidence	Rating Scale
1. Coordinator was assigned to this function	1.1 Faculty load report	NA Yes No
2. Research projects reflected a programmatic thrust	2.1 Written rationale obviously citing related aspects of larger problem, sequencing, etc.	NA Yes No
3. Identified research problems were listed and assigned an order of priority	3.1 Documented faculty meeting minutes	NA Yes No
4. Research priorities were announced to all vocational faculty and graduate students	4.1 Documented printed bulletins, etc.	NA Yes No
5. Coordinator shared research needs and priorities with faculty and concerned graduate students	5.1 Documented meetings and announcements printed	NA Yes No
6. Research needs were identified systematically	6.1 Documented meetings and surveys	NA Yes No
7. Research proposals were reviewed by an interdisciplinary faculty panel	7.1 Documented written reviews	NA Yes No
8. Projects approved were within state, regional and national priorities	8.1 Documented by written rationale	NA Yes No
9. Projects approved were representative of needs across all vocational service areas	9.1 Documented, projects were broad based unless adequate rationale for one vocational service	NA Yes No
10. Projects impacted upon all populations of clients for vocational education	10.1 Documented that minorities, handicapped, and disadvantaged were included in project design	NA Yes No

Objective: Provide support for a research arm in vocational education (contd.)

Performance Indicators	Suggested Evidence	Rating Scale
11. Projects were completed in timely fashion	11.1 Documented, final accounting records indicating funds spent in required time frame	NA Yes No
12. Assistance was provided researchers who experienced difficult problems	12.1 Documented conferences with experts	NA Yes No
13. Periodic progress reviews were provided	13.1 Minutes of progress review meetings with researchers	NA Yes No
14. Project results were disseminated	14.1 Documented, written report, seminars, articles, ERIC, etc.	NA Yes No
15. Completed projects were evaluated	15.1 Documented written evaluation by interdisciplinary panel	NA Yes No
16. Completed projects were reviewed by Center advisory committee	16.1 Documented written report	NA Yes No
17. Researchers and advisors received all project evaluations	17.1 Documented sign-off by researcher/advisor/supervisor	NA Yes No
18. Proper clearances were obtained from subjects/institutions	18.1 Documented letters, sign-offs releases for observing human rights laws in data collection	NA Yes No
19. Applications were made of research results	19.1 Written explanation of modifications in programs, new thrusts in training, etc. for each project	NA Yes No
20. Faculty engaged in in-service training to up-grade research	20.1 Documented, written standards for research	NA Yes No
	20.2 Documented meetings to improve quality of research	NA Yes No

COST/SERVICE RECORD

Objective: Provide support for a research arm in vocational education

Cost

Total cost _____

Cost of each project _____

Average cost per project _____

Cost/value of contributed supplies, equipment _____

Cost/value of time contributed _____

Cost of evaluation of projects _____

Cost of special training sessions for upgrading faculty research _____

Service

Number of projects in progress _____

Number of projects completed _____

Title of each project _____

Number of dissemination sessions _____

Number of articles _____

Number of printed reports delivered _____

Number of successful projects _____

Number of unsuccessful projects _____

Number of research projects by faculty _____

Number of research projects by graduate students _____

Number of dollars of research generated _____

Number of proposals prepared _____

Number of proposals funded _____

Sources of funds and dollar value of each _____

APPENDIX D

MEMO

TO: Task Force on Accountability System Development for Professional Personnel Development Centers
FROM: C. J. Cotrell, Consultant/Project Director
DATE: February 29, 1988
SUBJECT: Summary of Meeting Accomplishments (February 22 & 23, 1988)

In the process of reviewing the materials on the six objectives, which had been prepared by the project consultant, the members of the task force agreed on the following:

1. Refer to the fundable activities, functions or components of the Centers as major objectives for purposes of the accountability system.

2. Keep all items under the column heading of "performance indicators" except for some minor change in wording.

3. Keep all items under the column heading of "evidence" but to change the column to suggested evidence. Each Center has the choice of using "suggested evidence" or substituting a new form of evidence if deemed more appropriate.

4. "Cost/Service Record" information will be recorded on a separate sheet.

5. Which items to keep, eliminate and add to the cost/service record column.

6. Adjustments may be made in objectives for a given Center during the course of operation. Such adjustments would be made as soon as the need would arise and change could be justified.

7. The general budget for each of the Centers would continue to be the main financial instrument for accounting purposes.

8. Budget for each objective for each Center would be for "in-house" use in planning. When totaled these individual objective budgets could vary by 10% from matching the total for a general budget.

9. A given Center's proposal for funding may consist of the materials being prepared on objectives, modified in each case by the estimated cost and numbers of clients to be served. Also, the proposal would include the general budget and any other essential information needed in a non-competitive proposal. Center approval was a competitive process.

10. The state agency/Center interaction model for the occupational competency assessment program should be used for all objectives of the Centers. Two to three central meetings per year plus site visits by the person designated as the professional personnel development coordinator seemed to be the desired interaction/ communication model.

11. It was important to develop all components of the total accountability system including only one sample objective rather than develop materials for all objectives and not have all components of the total system with the time and funds available through June 30, 1988.

12. The list of objectives for the Centers to select from in a given year would be the following:

    1. Occupational competency assessment
    *2. Professional education for intern teachers
    3. Vocational intern/instructor certification program
    4. Vocational education curriculum specialist, supervisor, director certification program
    5. Workshops and seminars
    6. Occupational experience program
    7. Research program
    *8. Disadvantaged and handicapped program
    9. Management
    *10. Placement
    *11. ODAS
    *12. Recruitment

    * Objective materials to be developed

13. The placement element from the materials prepared on management by the consultant would become a separate objective.

14. The materials prepared on the research objective would remain but additional items were added to the "cost/service record" column. The research objective is intended to fund the encouragement, coordination and improvement of research in the Centers as in the past.

15. The next task force meeting would be 3/30/88 from 10 am to 3 pm in Harrisburg. The meeting room will need to be scheduled by Dr. Dittenhafer.

16. The state agency requested visits to each university center to share information and receive input from faculty will have to be completed before the end of April

17. The final technical report of a Center may be in the format of the objectives (performance indicators, evidence rating scale plus cost/service record). The final fiscal report will not change.

18. An intermediate sheet will be developed showing how, for example, personnel costs are generated by time on one or several of the center objectives. The intermediate sheet would be used in working with auditors in the field instead of the planning document budgets for each objective funded.

19. The accountability system being discussed would simplify proposal writing, final technical report writing and the extracting of and summarizing of data for any reports on the Centers required by the state agency.

20. The simplified system of reporting needs to be checked for feasibility particularly in field audits.

21. The accountability system design being sought should reduce costs, effort and simplify the process rather than cause hardships and require more staff to deal with the recordkeeping and other personnel costs.

22. The accountability system sought should be a safeguard to improve communication between the Centers and the state agency and reassure continued cooperation and service in professional personnel development, which has been threatened in the past and may encounter problems in the future. The evaluation/accountability/communication systems seems to be the best solution to maintaining the Centers for vocational professional personnel development.

23. The proposed system components will undergo continuous formative evaluation and that a modified summative evaluation process will be prescribed after each component is deemed functional.

24. A change in name for a service of a center, e.g., distance education instead of outreach service, may be used in a proposal to the state agency if a footnote is used to indicate the meaning.

These notes on our accomplishments in the meeting represent my understanding of the project focus and status. Please make any modifications on your copies and share them during the next task force meeting.

To the best of my knowledge all concerns or anxieties expressed by task force members regarding the proposed accountability system were openly discussed during the meeting. Such behavior seems very appropriate for a successful cooperative development effort.

I want to personally commend and thank each of you for the cooperative spirit and attitude you demonstrated as well as for the contributions you made during the meeting. It was a pleasure working with you.

Task Force Members: Richard Adamsky
James Bishop
Clarence Dittenhafer
Edwin Herr
Carolyn Kratz
Ruth Lungstrum
Thomas O'Brien
William Reilly
Thomas Walker
Thomas Winter

APPENDIX E

SCHEDULE OF YEARLY EVENTS FOR THE ACCOUNTABILITY SYSTEM

July 1		State agency funding of the Centers
June or July	(1)	State agency (end of the year) review meeting with Center directors and Bureau program personnel
Sept. 30		The Centers' fiscal and technical reports are due for previous year
Nov. 1	(1)(2)	State agency combination review of cost/service record state-wide statistical summary and preliminary planning meeting with Center directors
Mid-Nov.	(1)	State agency site visits to each of the Centers
Dec.	(2)	State agency planning meeting with Center directors
Jan.		State agency mailing of guidelines for funding for next fiscal year
Jan.	(1)	State agency mid-year review meeting with Center directors
Jan.		Center self-evaluation (mid-year) with assessment criteria from the performance record for objectives
March		Centers' proposals for funding and recertification as Center due for next fiscal year
Mid-April	(1)	State agency site visits to each Center
May		Center self-evaluation (end of year) with assessment criteria from the performance record for objectives

Notes: 1 The central thrust of state agency site visits and review meetings will be checking progress and developing solutions to problems to assist each Center to accomplish the objectives set forth in its proposal for funding.

2 The main purpose of the planning meetings will be to discuss state-wide needs for professional personnel development and to determine the priority of the various objectives for the Centers' functions during the next fiscal year. Regional and state-wide needs assessment data for the next year should be available for use in these meetings.

APPENDIX F

MEMO

TO: Task Force on Accountability System Development for Vocational Education Professional Personnel Development Centers

FROM: C. J. Cotrell, Consultant/Project Director

DATE: April 1, 1988

SUBJECT: Summary of Meeting Highlights (March 30, 1988)

The following notes have been prepared to provide us with a summary of Task Force deliberations on March 30, 1988:

1. The summary of meeting accomplishments for February 22 and 23 were reviewed and confirmed.

2. The revised materials for Objectives 1, 3, 4, 5, 6, 7 and 9 were discussed.

3. Decided to change title of research objective to ------ Provide support for a research arm in vocational education.

4. Agreed to take placement from management objectives and treat this function as a separate objective to provide better communication, facilitate evaluation and accountability.

5. Noted that "performance indicator " and "suggested evidence" relevant to placement should be removed from revision of the management objective.

6. Agreed that a short paragraph description is needed for each of the major activities of The Centers. The 7/87 Fact Sheet and the 10/85 A Position Paper on the Funding of Vocational Education Professional Personnel Development Programs in Pennsylvania must be revised to provide adequate descriptions of each of the activities.

7. Agreed that ODAS is a current tool and that a broader objective may be needed in the future to cover computer and other data based aids to curriculum development and revision.

8. In reviewing the cost and service record grids, it was agreed that the state agency would develop the necessary format and computer program to provide a means for each Center to report the cost and service record data. The same format would be used in summarizing data from all centers to provide a state-wide average and range. Such summary information would be shared and used in an early November state agency review meeting with Center Directors.

9. The Tentative Schedule of Yearly Events for the Accountability System was reviewed and the following changes and additions were made: a) The June or July state agency review meeting with Center directors shall include state agency program personnel to further enhance communication between state agency and university personnel. b) An early November state agency review and preliminary planning meeting with Center Directors was entered on the schedule. c) Center recertification documentation was incorporated in the March schedule with the proposals for funding.

10. It was noted and agreed that the sharing of regional needs assessment information to facilitate state-wide planning and decision making should be done several months in advance of the issuance of guidelines for funding the Centers.

11. It was agreed that the criteria statement for Center certification is in need of review and that it will be reviewed and revised if necessary.

12. The materials for the six additional objectives developed since the February meeting were discussed briefly. The four distributed during the meeting (Obj. 2, 10, 11 and 12) need thorough review. The project consultant requested input on these by phone or mail as soon as possible to facilitate materials preparation for the visits to each of the Centers in April.

13. The schedule for Center visitation by the project consultant and Jim Bishop to review the accountability system and obtain input from faculty and staff will be as follows:

April 21	Temple University	10:00 am
April 25	Pennsylvania State University	10:00 am
April 26	Indiana University of Pa.	10:00 am
April 27	University of Pittsburgh	10:00 am

14. A brief meeting with deans of education and other appropriate members of university administration was encouraged as part of the visits to the Centers.

15. It was agreed that a brief presentation on the accountability system should be given to the total group of concerned faculty. For a detailed review of performance indicators, cost and service record information, only the persons directly involved with a given activity would be engaged in small group meetings to attain the remainder of desired outcomes of the visit.

16. The need for outside reviewers of the accountability system was discussed. It was agreed that outsiders could not help much with the specifics such as performance indicators but that reactions to the structure of the basic system and its major components could be

beneficial. Consequently, it was suggested that Trudy Anderson, formerly state director in Idaho, now at The National Center in Ohio and interested in teacher education, might be a willing reviewer. Rupert Evans of Illinois as well as N. L. McCaslin of The National Center in Ohio were also suggested. McCaslin will be contacted by the project consultant to obtain suggestions of other possible reviewers. Trudy Anderson and Rupert Evans will also be contacted to determine their interest and availability for a review of the Task Force efforts by mail and phone.

James Bishop,

17. Participants in the March 30 Task Force meeting were: Richard Adamsky,/ C. J. Cotrell, Wayne Detwiler, Robert Edwards, Carolyn Kratz, Ruth Lungstrum, Thomas O'Brien, William Reilly and Thomas Winter.

I trust that you will find this summary of our meeting to be an accurate record of important decisions. If there are additions or corrections, please contact me as soon as possible.

I congratulate each of you for the commendable spirit of cooperation that continues to permeate the Task Force. If we can maintain this spirit and momentum. it would help to guarantee a very successful project and useful product.

Best personal regards to each of you.

APPENDIX G

M E M O

TO: Task Force on Accountability System Development for Vocational Education Professional Personnel Development Centers
FROM: C. J. Cotrell, Consultant/Project Director
DATE: May 18, 1988
SUBJECT: Changes and additions for the accountability materials suggested by faculty and staff of the Centers in meetings during campus visits April 21-27.

The changes and additions for the accountability system materials which were suggested by faculty and staff during on-site visits to the Centers are attached. In most cases, the suggestions resulted from very thorough item by item review of performance indicators and cost/service records. The meetings with personnel of the Centers were beneficial and productive.

Please review the changes which have been suggested. For page references, please refer to the "Major Components of an Accountability System for Vocational Education Professional Personnel Development Centers in Pennsylvania", the working copy prepared for review of Center faculty members, April 1988.

The suggested changes have been displayed in this fashion (rather than incorporating them in another revision) to facilitate your review. During the June 16, 1988 Task Force Meeting the changes suggested by the faculty members of the Centers will need your approval. Then, with any additional changes the Task Force members wish to make, we will be ready for the final revision of the materials.

June and I expect to be in North Carolina and Ohio for about two weeks (May 23-June 7). If you need to contact me: May 23-27 in North Carolina - Phone 704-749-3901 or May 28-June 7 in Ohio - Phone 419-542-7176.

I am looking forward to our next meeting.

Best regards!

5/18/88

LIST OF CHANGES SUGGESTED BY CENTER PERSONNEL

P. 3 Service Record: Add director to list under--Number of clients served by type.

P. 6 Same as change suggested for P. 3.

P. 10 Performance Indicators: Add #10 Clients receive 24 semester hours of college credit toward the B. of Sc. degree for successful completion of the occupational competency assessment.

P. 11 Service Record: Add Number of clients receiving committee evaluation.

P. 12 Performance Indicators: Add #7 Customized services were provided to the schools through ODAS runs by the Center.

P. 13 Cost Record: Add On line cost for university runs.
Service Record: Add Total number of clients served and Numbers of university accesses to ODAS data bank.

P. 16 Service Record: Remove the first BS in Item 3 and in Item 4 change recommended to recommendation.

P. 18 Cost Record: Change the third item to read cost per client placement.

Add note to page indicating: Clients are the teachers and leadership personnel, not the schools.

P. 29 Performance Indicators: Change Item 5 to: Small group conferences/ seminars of clients were provided.

P. 30 Performance Indicators: Change Item 11 to: Interns were assisted in obtaining opportunities for experience by resident resource persons with certification equivalent to that being pursued by interns.

Add: Item 13 -- A competency evaluation panel functioned for each level of leadership certification.

Add: Item 14 -- Resource person from the university held certification equivalent to the leadership level pursued by clients served.

P. 31 Service Record: Add -- Number of competencies completed (TPO). and Number of center endorsements for curriculum specialist.

P. 34 Performance Indicators: Change Item 6 to read -- Small group conferences/seminars of clients were provided.

P. 35 Performance Indicators: Add Number 17 -- A management information system was employed. and Number 18 -- Clients' competencies attained were accepted from other Centers.

P. 36 Service Record: Item 2 -- change TPO to TPAF, Items 4 and 5 -- add the words recommended to PDE.

P. 38 Performance Indicators: Move Item 12 to insert it between Items 4 and 5 (p. 37) for better sequence of events.

Add Item 16 -- Persons from all service areas were encouraged/ participated.

Suggested Evidence: Item 15.1 insert educators of between to and minorities in statement to improve interpretation of Item 15 of the performance indicators.

P. 39 Service Record: Under Item 4 -- change the listing to obtain number of teachers by service area

	Agriculture	_____
	Business	_____
	Health Occupations	_____
	Home Economics	_____
	Marketing	_____
	Technical	_____
	T & I	_____
and	Co-op Teachers	_____
	Supervisors	_____
	Directors	_____
	Other	_____

and number of each of the above clients who were educators of special population types

APPENDIX H

REPORTS OF OUTSIDE REVIEWERS

STATE OF IDAHO
STATE DIVISION OF VOCATIONAL EDUCATION
LEN B. JORDAN BUILDING

650 W. STATE ST. BOISE, IDAHO 83720

August 15, 1988

Dr. Calvin J. Cotrell
97 Pine Forest Street
Spring Pines
Haines City, FL 33844

Dear Dr. Cotrell:

The task force recommendations for an Accountability System for Pennsylvania's Personnel Development Centers comprehensively address key issues in vocational teacher training. The proposed system identifies appropriate, measurable objectives for assessing the efforts of the various centers. As a system to measure various components of teacher training has not been developed elsewhere in the country, this work in Pennsylvania is a first. Possibly, the following suggestions will be useful to the task force in your final design of an accountability system.

Regarding the objectives on vocational educators serving Disadvantaged and Handicapped Learners:

Definitions that specify what the services and needs of disadvantaged and handicapped students are should be provided. The teacher training program should help teachers improve their skills in teaching and in providing services to disadvantaged and/or handicapped learners. Given the variety of needs of the disadvantaged (economically, educationally, teen parents, and other "at-risk" students) and handicapped (physically or mentally), the knowledge and skills required of teachers can be much more extensive than the teachers may realize. Definitions of who the disadvantaged and handicapped learners are, therefore, are very important.

The cost service record provides all quantitative data. How will you measure that teachers are serving students better as a result of professional development? As a suggestion, could the increase in the number of disadvantaged and handicapped students served by the vocational education programs of the teachers participating in professional development be measured? Could the vocational education programs be tied to student outcomes, such as reduced dropout rates, better services to the economically disadvantaged, or the number of JTPA eligible clients served?

The disadvantaged and handicapped objective for needs assessment should address collecting data on the concentrations of economically disadvantaged or handicapped student participants in the region. The professional development needs of teachers may be greater in some regions given the population of students they serve.

Regarding the objective on Center Management:

This is a crucial part of an effective professional development program. Guidelines should be written for what the plan must address.

The professional development advisory committee will be valuable for input on the Center Management plan. Will there be guidelines established for the membership of the committee? Included might be the following: a teacher; an administrator; an industry representative; a disadvantaged group, and a handicapped group representative (vocational rehabilitation, special education); and a vocational student.

References are made to staff and to clients. I believe that, in both cases, you are referring to teachers who are part of the vocational education faculty at local schools. A consistency of terms may be appropriate.

Regarding the objective on Comprehensive Occupational Competency Assessment:

Occupational assessment frequently is interpreted to mean specific job skill assessment. However, as it relates to the profession of teaching, occupational assessment could also include pedagogical knowledge testing and the demonstration of basic academic skills. Perhaps clarification of terminology would be beneficial.

Regarding the objective on Professional Education for Intern Teachers:

The level of involvement of the teachers' supervisors in the professional development program is not clearly stated. Union contracts may dictate the level. If possible, I recommend some increase in the involvement of the supervisors of teachers in the professional development of both new and maturing teachers.

This proposed plan for accountability of professional development program centers is progressive, and will surely set a pace for the nation. In the future, qualitative measures of the success of professional development programs might also be considered. Information on student outcomes as a result of their teachers having participated in professional development programs, and the completion of baccalaureate or advanced degrees in teaching might be used as qualitative measures. Additionally, the content of professional development course work might be tied to statewide vocational education priorities.

I have been pleased to review the Pennsylvania plan and look forward to hearing of your progress as you implement this accountability system for vocational education professional development centers.

Sincerely,

Trudy Anderson
Assistant State Administrator

TA/jb

Rupert N. Evans

1842 Maynard Drive, Champaign, Illinois 61821 Telephone (217) 352-5624

May 14, 1988

Dr. Calvin J. Cotrell
97 Pine Forest Street
Spring Pines
Haines City, FL 33844

Dear Cal:

I have read with interest the document you sent, Major Components of an Accountability System for VEPD Centers in Pennsylvania, dated April 11, 1988. It is well in advance of any other system for evaluating personnel development of which I am aware. As a pioneering effort, it deserves formative evaluation which will help to improve it further.

Strengths of the system appear to include:

1. State department and university staff have worked together to develop the system, and are likely to seek to have their system achieve success.
2. The system goes well beyond the usual listing of inputs to include suggested evidence, and includes certain measures of output or product.
3. Important activities have been identified for individual attention.
4. The availability of costs for each important activity will provide information which is not available elsewhere to aid in determining whether a costly activity should be continued or whether processes should be changed to provide better service at lower cost.

Considerations for the future:

1. If certain institutions or faculty members are found to produce a better product at a lower cost, how is this information to be utilized? Are there likely to be assessments designed to identify effective processes which might be shared with other faculty?
2. How can adjustments best be made to take account of factors such as:
   a. geographic distances which must be traveled and difficulties of urban travel.
   b. sparsity or density of populations to be served.
   c. level of support for vocational education on the teacher education campus.
3. Are these the most important activities to be conducted and the most important groups to be served? Would the assessment process be improved if some of the major headings were deleted and others added?
4. How can the results of this assessment system best be used, and how can its impact best be measured? What should be the involvement of advisory committees in this process?
5. What might be the effect of providing a small amount of state support for personnel development activities to be chosen locally, so

long as these activities are fully evaluated and described to other institutions and to the state office? Some of them might even grow to an importance which rivals some of the major items now identified.

Thank you for giving me the opportunity to review this document. I have learned from it, and congratulate you and your committee on an excellent piece of work.

Sincerely yours,

Rupert N. Evans

P.S. If NA means Not Applicable, most of the NA's should be deleted after the first full-scale use of the system.

OHIO STATE UNIVERSITY

Department of Agricultural Education

208 Agricultural Administration Building
2120 Fyffe Road
Columbus, OH 43210-1099

Phone 614-292-6321

June 10, 1988

Dr. Calvin J. Cottrell
97 Pine Forest Street
Haines City, FL 33844

Dear Dr. Cottrell:

In response to your request, I have reviewed the "Major Components of an Accountability System for Vocational Education Professional Personnel Development Centers in Pennsylvania." It is my understanding that the accountability system will be used for formative evaluation only--no summative evaluation--at this time. As such, you are only interested in evaluating the process in use by the centers--not the quality of their efforts. With this understanding, I have the following comment.

Since formative evaluation is used to collect information about how a proposal can be improved, I would suggest that you consider adding some open ended questions for each objective. In particular, I would suggest questions such as:

- o What are the strengths of the Center?
- o How could the Center operation be improved?
- o Is the Center up to date with the state-of-the-art in vocational education?

I would also suggest that you attempt to collect some contextual information so that its influence on the Center can be identified. This contextual information could include items such as: the geographic location of the Center, experience of the Center in providing staff development, economic conditions associated with the Center, population density of the area served by the Center, and administrative support offered by the institution housing the Center.

You have an interesting project and I am impressed with the information the accountability system will collect. If you have any questions, please call me. Best wishes for an enjoyable summer.

Sincerely,

N. L. McCaslin
Associate Professor

NLM/tao

APPENDIX I

TO: COLLEAGUE

FROM: JOYCE C. BEACH

SUBJECT: AVA PRESENTATION

DATE: JUNE 27, 1988

THE PROPOSAL FOR YOUR PRESENTATION AT ST. LOUIS AVA HAS BEEN ACCEPTED AND IS SCHEDULED ACCORDING TO ATTACHED SHEET.

avepda American Vocational Education Personnel Development Association
A Section of the Division of New and Related Services, American Vocational Association

Sunday, December 4, 1988

PERSONNEL DEVELOPMENT SECTION (AVEPDA), NEW AND RELATED SERVICES

1:30 - 3:00 PM

TOPIC: ACCOUNTABILITY SYSTEM FOR VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT IN PENNSYLVANIA: A COLLABORATIVE EFFORT

SPEAKERS: JACQUELINE CULLEN, DIRECTOR, BUREAU OF VOCATIONAL & ADULT EDUCATION, PENNSYLVANIA DEPARTMENT OF EDUCATION, HARRISBURG, PA

EDWIN HERR, DIRECTOR, CENTER FOR PERSONNEL DEVELOPMENT, PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK, PA

THOMAS O'BRIEN, DIRECTOR, CENTER FOR VOCATIONAL PERSONNEL PREPARATION, INDIANA UNIVERSITY OF PENNSYLVANIA, INDIANA, PA

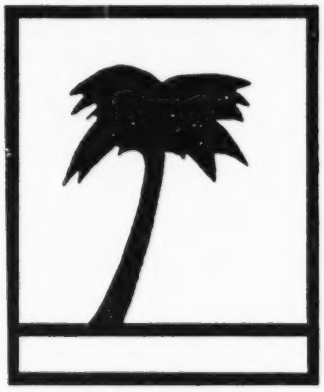
THOMAS WALKER, CO-DIRECTOR, CENTER FOR PERSONNEL DEVELOPMENT, COLLEGE OF EDUCATION, TEMPLE UNIVERSITY, PHILADELPHIA, PA

CHAIR: CALVIN J. COTRELL, CONSULTANT, 97 PINE FOREST ST, HAINES CITY, FL

FACILITATOR: GARY BICE, OKLAHOMA STATE UNIVERSITY, CLASSROOM BUILDING 406, STILLWATER, OK 74078-0406

APPENDIX J

OPPORTUNITIES FOR PROGRAM IMPROVEMENT



23rd Annual NAVEPI Conference
May 2-4, 1988

National Association for Vocational Education Program Improvement

NATIONAL ASSOCIATION FOR VOCATIONAL EDUCATION
PROGRAM IMPROVEMENT
TWENTY-THIRD ANNUAL CONFERENCE
MAY 2-4, 1988

Holiday Inn
International Drive
Orlando, FL 32819
(305) 351-3500

AGENDA

Sunday May 1

12:00 - 1:00 - Registration

1:00 - 5:00 - NNCCVTE Business Meeting

4:00 - 6:00 - Registration

Monday May 2

8:00 - 9:00 - Registration

9:00 - 10:30 - SESSION 1 - Opening Session

Welcome to NAVEPI
David C. McOuat

Welcome to Orlando
Margaret Ferqueron
Florida DVACE

Meeting Overview
David C. McOuat

- Accountability System for Vocational Personnel Development
Presenters:
Calvin J. Cotrell,
Private Consultant
Clarence Dittenhafer
Pennsylvania V&AE

10:30 - 10:45 - Break

10:45 - 12:00 - SESSION 2 - Marketing Vocational Education
Presentor:
Gerrit Knodt,
CiteCorp Services

12:00 - 1:15 - Lunch - On Your Own